**LEARNING GUIDE TEMPLATE**

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| **Unit Theme/Subject/Grade Level** | **10th/bio/Organ systems** |
| **Utah State Core Standard and Objective** | **Standard 3**  **Objective 2b** |
| **Essential Question** | **How does structure relate to function in organ systems found in living things?** |
| **Learning Guide Objective** | **The student will know…**  **Key structures and functions of the digestive system**  **The student will be able to …**  **Diagram and label structures of the organ system**  **Explain the journey of food through the digestive system**  **Write a creative letter about how the digestive system takes care of them.**  **Leading toward the understanding of …**  **Biological systems** |
| **Approximate Length of Time** | **80 min** |
| **Connects to Prior Knowledge**  **(academic, interests, learning styles, motivation, MI, Funds of Knowledge)** | **Data gathered in pre-assessment: Students are already somewhat familiar with structures and functions of digestive system.** |
| **Self-Starter** | **JQ: What is the strangest thing you have ever digested?** |
| **Frame the Learning** | **Today you are learning about…**  **Structures and functions of the digestive system**  **You are learning this because…**  **The digestive system is an important organ system in you and all other animals. You wouldn’t be here without your digestive system**  **You will be doing…**  **Writing**  **Speaking**  **Diagraming**  **Creating**  **You will know you have learned this when…**  **You can explain structure and function of the digestive system** |
| **Hook** | **Elf dinner scene you tube video (funny)** |
| **Phase I: Exploration and Explanation**    **(demonstrate how the instructional strategy will be used to introduce the new knowledge and skill and how it will lead the students to understanding)** | **Instructional Strategy/Strategies:**  **Vocabulary (review) (15 min)**   1. **Show card** 2. **Students read card out loud** 3. **Students write silently what comes to mind** 4. **Students then share with a partner** 5. **Show definitions** 6. **Students talk with partner to come up with word**   **Words:**   1. **Mouth** 2. **Pharynx** 3. **Esophagus** 4. **Stomach** 5. **Small intestine** 6. **Large intestine** 7. **Rectum** 8. **Anus** 9. **Peristalsis** 10. **Digestion** 11. **Ingestion** 12. **Excretion** 13. **Absorption** |
| **Phase II: Guided Practice**  **(demonstrate the opportunity the student will have to apply the use of the new knowledge and skills and lead them toward understanding while guided by teacher direction)** | **Flow Chart: (20 min)**  **I will use the big flow chart to get them started. Students will work in pairs and use sticky notes to explain the journey of a food particle through the digestive system.** |
| **Phase III: Independent Practice/Assessment**  **(demonstrate the opportunity the student will have to be individually accountable for new knowledge and skills and movement toward understanding)** | **Love letter: Students will write a five paragraph love letter to their digestive system. (20 min)**   1. **Introduction** 2. **3 reasons why they love their digestive system** 3. **Conclusion/summary**   **Diagram: Students will spend the remaining time coloring and labeling a digestive system diagram hat will go into their notebooks. (20 min)** |
| **Accommodations** | **Grouping strategies**  **Modeling** |
| **Resources** | **Vocabulary cards**  **Digestive system diagrams** |

**Instructional Strategy used \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Informal Assessment used\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**